

# **Student Chapters: Meeting Expectations and Providing High Quality Experiences**

## **Casey E. Davis**

*Project Manager, The American Archive Project, WGBH Media Library & Archives,  
WGBH Educational Foundation, One Guest Street, Boston, MA 02135, Email: casey\_davis@wgbh.org*

## **Lisa B. Juengling**

*Algernon Sydney Sullivan Foundation, 3550 Bon Sejour Avenue, Baton Rouge, LA 70820,  
Email: lbjuengling@gmail.com*

## **Rebekah D. Laurent**

*The Suzuki School, 493 N. Highland Ave. NE, #27, Atlanta, Georgia 30307,  
Email: Rebekah.laurent@gmail.com*

## **Nicole Pye**

*Librarian I Archivist, Mid-Continent Public Library, 3440 S. Lee's Summit Road,  
Independence, MO 64055-1923, Email: npye@mymcpl.org*

## **James Williamson**

*Digital Resources Librarian, Newton Gresham Library, Sam Houston State University,  
1830 Bobby K. Marks Drive, Box 2179, Huntsville, Texas 77341-2179, Email: jwilliamson@shsu.edu*

Why do students join student chapters? What do they hope to gain from joining them? The Louisiana State University (LSU) chapter of the Society of American Archivists (SAA) conducted a research project that addresses these questions. The SAA-LSU chapter surveyed LIS students and recent graduates from the 61 ALA accredited LIS programs in the United States and Canada. The survey consisted of 31 multiple-choice questions and one open-ended question asking for students' thoughts about why they joined, or didn't join, the student chapter of the professional association of their chosen specialization—archives, public, academic, special, and/or school libraries. It also addressed what they hoped to get from their membership. The goal of this research project was to gain an understanding of how to recruit new students into student chapters as well as how to provide a more enriching experience for those who join.

## **Introduction**

Formal student chapters of professional library and information science (LIS) associations provide an additional component to the LIS educational experience. The American Library Association (ALA), American Society for Information Science and Technology (ASIS&T), Society of American Archivists (SAA), and Special Libraries Association (SLA) all include information about student groups on their websites. The purposes of these groups

are generally described as a means of introducing students to the profession, developing leadership and professionalism, enhancing education, and promoting communication among its student members, etc. According to their websites, ALA's first student chapter was created in 1980 at the University of Michigan (American Library Association, 2011), and SAA's first chapters were established in 1993 at the University of Michigan, the University of Pittsburgh, and the University of Texas (Society of American Archivists, 2011).

No information is provided on the SLA or ASIS&T websites about the founding of their original student groups, but according to personnel at SLA, the first SLA student groups were formed in the early 1970s (M. Garvin, personal communication, August 1, 2011). ASIS&T was unable to provide this information.

Apart from the above information, however, the historical record regarding student chapter associations is sparse. Neither the organizations' websites, nor the academic literature provides many details that might shed light on the development, growth, or challenges faced by student chapters after their inception.

As members and/or officers of student chapters at Louisiana State University (LSU), we hoped to find answers to the following questions: Why do Library & Information Science (LIS) students join student chapter associations? What do they hope to gain from their membership? What are the factors influencing a student's decision not to join? How can student chapters and their national associations provide more enriching experiences for their members? These are some of the questions that prompted our research. We were particularly interested in exploring how the "distance gap," (students who are not physically present on campus for coursework) affects membership since distance completion of a degree is a relatively recent development in LIS education programs.

## Literature Review

The first study of student associations in LIS was conducted in 1972 by Richard Eggleton (1972). Eggleton's study explored the structure and activities of student associations and their relationships to the schools of which they are a part. He surveyed the presidents of student associations and the deans of their respective schools. His study focused on student groups unique to their respective schools as opposed to student chapters of profes-

sional associations. He concluded, among other things, that student associations function with a great deal of autonomy and had gained some access to the power structure of their library schools, despite suffering financial difficulties (Eggleton, 1972).

An update of Eggleton's research was conducted in 1981 by Gordon Eriksen and James G. Rice (Eriksen & Rice, 1983). They reported that student associations had increased in number, were better funded, and their members had greater access to the decision making process in their schools since the time of Eggleton's study.

In 1988, Beth M. Paskoff (1988) examined SLA's methods for recruiting student members into SLA. In her article, she discusses SLA's increased interest in student membership and the actions taken by SLA to provide more opportunities for student members, e.g., the creation of the *SLA Student Group Newsletter*. Her research also provides statistics about student chapters and their membership (Paskoff, 1988).

In 1992, Larry L. Wright conducted a survey concerning student membership in local chapters of the SLA. Wright's interest was in exploring how SLA chapters "serve their student members to retain them as full members after they graduate" (Wright, 1992, p. 211). He made several recommendations for achieving an integration of activities with student groups to encourage students' participation in full membership in SLA after graduation (Wright, 1992).

In the summer of 2011, ALA conducted a survey of its student members, faculty advisors of student chapters, and deans and directors of LIS programs, with 188 total respondents. Their findings reveal that only 51% of student members surveyed are members of their state association (Wood, 2011).

## Methodology

We chose the survey method to conduct this research. We wanted to gather infor-

mation from students across the U.S. and Canada, and we determined that a survey instrument was the best way to accomplish this.

Prior to developing our survey, we determined our target group of potential respondents as all LIS students and recent graduates (within the last three years) in American Library Association (ALA) accredited programs in the United States and Canada. We decided on this approach because (1) ALA accredited schools have a similar potential respondent base, and although each program is unique, there are similarities in structure, curriculum, and purpose, and (2) we wanted to survey all students in these programs, not just presidents of chapters or deans of schools. There are a total of 61 ALA accredited LIS schools in the United States and Canada (American Library Association Office for Accreditation, 2011).

We decided that the best way to reach potential respondents was through the listed contact on the website of each program. We asked them to forward our survey introduction and link to their listservs.

We determined, based on data from the Association for Library and Information Science Education (ALISE), that there were a total of 19,413 students enrolled in ALA accredited master's programs in the U.S. and Canada in Fall 2009 (Wallace, 2010). We realized that each school's listserv would have various classifications of subscribers, many of whom were already graduates of the program. In our email, we asked for the contact to reply giving us an approximate number of subscribers to their listserv. Only eight schools responded with this information.

We surveyed members of student chapters of the following national associations: the American Library Association (ALA), the American Society for Information Science & Technology (ASIS&T), the Society of American Archivists (SAA), and the Special Libraries Association (SLA). We also surveyed respondents who did not join any student chapters.

We formatted the survey using the survey design website SurveyMonkey. The survey consisted of 31 multiple-choice questions and one open-ended question. When a respondent indicated that they did not join any student chapter, Survey Monkey rerouted them to a shortened version that included the question, "If you did not join, why not?"

The survey began with basic demographic questions and proceeded to ask about expectations, experiences, and the organizational environment of the respondent's student chapter. The open-ended question asked how the respondent's experience in his/her student chapter could have been improved. If students had not joined any of the professional associations that we surveyed (ALA, ASIS&T, SAA, and SLA), they were asked to provide their reasons. For those who did join a student chapter, respondents were asked to choose one professional association of which they are a member and answer all questions with the student chapter of that association in mind. (See Appendix for the complete survey).

## Results

Three hundred sixty-three students and recent graduates responded to the survey. Of those, 26.4% chose archives as their specialization within the information profession. 20.1% chose academic libraries, and 20.1% chose public libraries. 13.5% chose special libraries, while only 7.2% chose school libraries. Another 12.7% chose "other," and were given the option to fill in their specialization. Many of the respondents who chose "other" defined their specialization as "unsure," "undecided," "information management," "information science," "competitive intelligence," or "information architecture."

Respondents were asked to indicate their sex with 84.7% indicating female. 44.8% of respondents were between the ages of 20–29; 26.5% between 30–39; 17.4% between 40–49; 9.9% between 50–59; 1.4%

between 60–69. When asked how they defined their ethnicity, 78.7% chose “White/Caucasian/European-American.”

Most respondents (45.7%) were unsure of the size of their graduate student body in their school/department. 21.8% responded that the student body consisted of over 300 students. The majority of respondents (59.3%) identified themselves as distance students. In addition to being a student, 41.5% of respondents have a full-time job; 47.9% have a part-time job, and 32% have family responsibilities.

98.6% of the respondents are pursuing a master’s degree, and 77.5% currently hold a bachelor’s degree as their highest degree. 16.9% have already obtained a master’s degree. While respondents worked on their previous degrees, 43.8% did not join any student organizations. 32.4% were members only, while 23.8% were officers in their organizations.

When asked what student chapters of professional associations respondents belong to, 55.4% indicated ALA; 20.6%—SAA; 18.8%—SLA; 3.5%—ASIS&T. 30.7% reported that they were not members of any student chapter.

Respondents were then asked to choose one student chapter of which they were a member and answer all further questions with that association in mind. 61.9% chose ALA; 22.9%—SAA; 13%—SLA; 2.2%—ASIS&T.

When respondents were asked why they joined the student chapter of their choice, 76.1% chose “opportunities for professional development.” 72.2% chose “professional networking opportunities.” “I wanted to be part of a professional community” was the reason indicated by 67.1% of respondents. 62.8% thought “it would look good on [their] resume.” 51.3% joined because they wanted “opportunities for social interaction with fellow students.” 32.9% joined to get discounts on publications from the association. Some respondents chose “other” for reasons why they joined. Many of the respondents who chose “other” indicated

that the cost of joining ALA was included in their tuition.

Respondents who did not join any student chapters were asked why they did not join. 48.2% did not join because they were “too busy.” 47.4% indicated that they are distance students. 31.6% did not join because they “did not see the benefits.”

When respondents were asked whether they are or were officers in their student chapter, 73.6% replied with “no.”

They were then asked what types of activities they had expected their chapter to offer when they joined. The results are shown in Figure 1.

All other options were chosen at least 25% of the time, including volunteering, advocacy, lecture series, marketing of scholarships, and facilitation of internships/work experiences/apprenticeships.

65.6% of respondents were unsure of the number of members in their student chapter. Respondents were asked what types of activities their student chapter participates in. Results are shown in Figure 2.

Less than 25% of respondents chose other options including advocacy, volunteering, marketing of scholarships, and facilitation of internships/work experiences/apprenticeships.

49.6% of respondents indicated that average student attendance at chapter events was 6–12 attendees; 24.1%—0–5 attendees; 19.1%—13–20 attendees.

Respondents were asked their opinion of how well officers communicate with members about events and activities, Figure 3.

Most respondents (96.4%) reported that email was the primary form of communication about student chapter events and activities. 38.7% indicated social networks; 29.4%—the student chapter website; 24.7%—“word of mouth.” When asked whether or not officers solicited input from members regarding the student chapter, 53.3% responded “yes,” and 36.4% responded as “unsure.” The majority of students, (55.7%) were unsure whether or

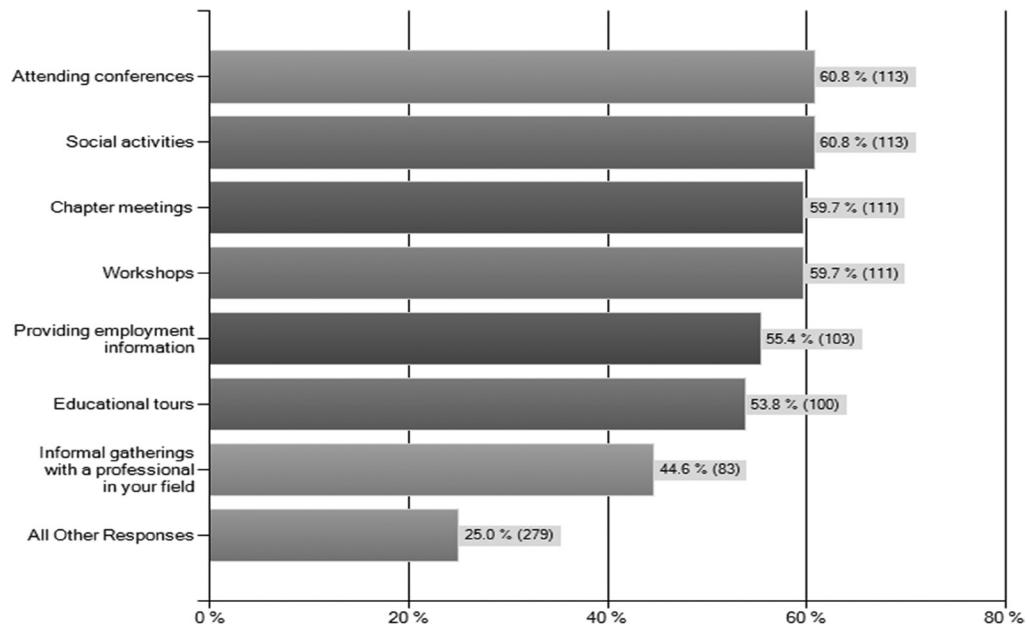


Figure 1.

not their student chapter raises funds for its activities.

When asked about the level of faculty involvement in the student chapter, the following responses that were offered are shown in Figure 4.

When asked about the level of involvement of the national association in student chapters, 61% indicated they were “unsure.” Another 20% responded with “minimally involved.” We asked respondents whether or not they plan to continue

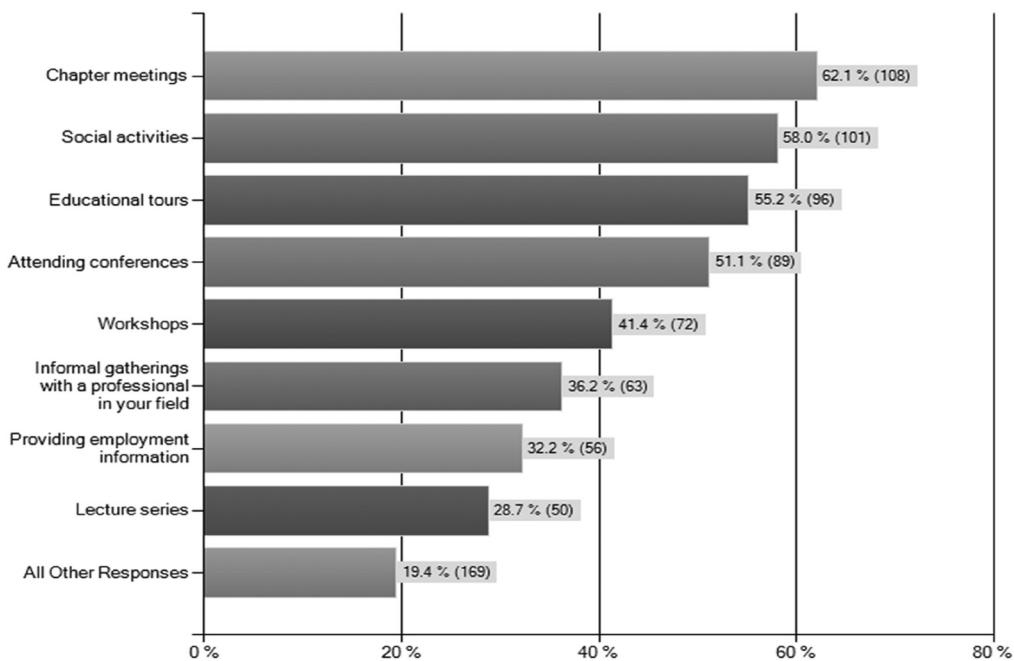


Figure 2.

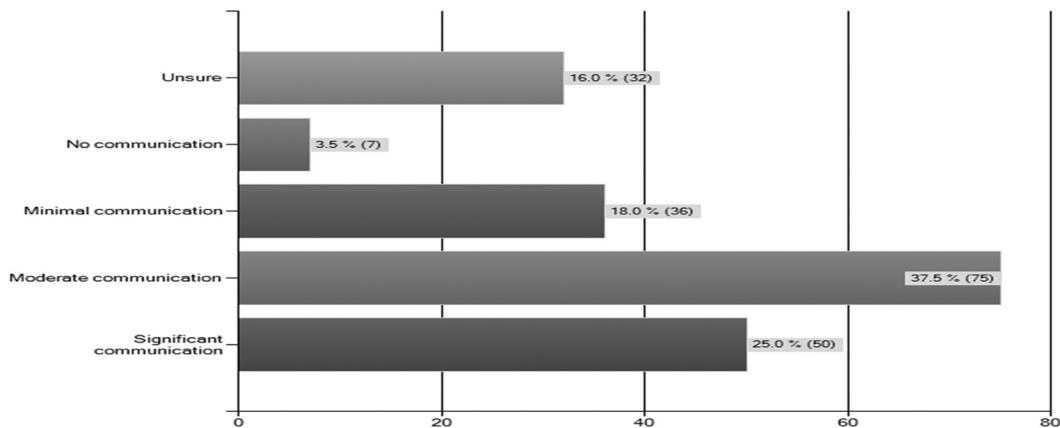


Figure 3.

their membership in the national association after they graduate. 69.7% responded “yes,” and 26.2% responded as “maybe.” Only 4.1% of respondents do not plan to continue their membership.

Those who responded with “yes” or “maybe” were asked about their motivations.

For those who do not plan to continue their membership, 37.5% reported “cost” as the reason for not continuing their membership. 37.5% “did not see the benefits,” and 37.5% indicated “career moving in different direction.”

### **Analysis of Student Chapters**

The highest percentage of respondents, (61.9%) chose ALA as the student chapter

for which they would answer all questions. 22.9% chose SAA; 13.0% chose SLA, and 2.2% chose ASIS&T. Since only 5 respondents chose ASIS&T to answer the questions in the survey, we felt that this was not an adequate sampling on which to draw any conclusions. The majority of those that chose ALA (66.2%) and SLA tended to be distance students (51.7%), either part-time or full-time, while respondents who chose SAA tended to be full-time students at 56.6%.

The respondents in each student chapter provided various reasons for joining the student chapter of their choice. For those who chose ALA or SAA, the highest percentage of motivations for joining included “opportunities for professional development,” “professional networking,”

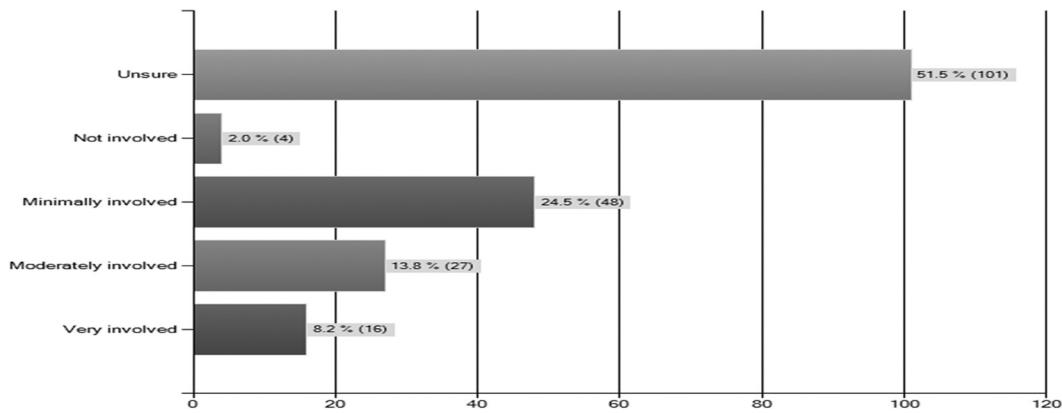


Figure 4.

and “belonging to a professional community.” Many respondents who chose ALA indicated a motivation for joining that was not anticipated, which was that their membership to ALA was included in their tuition. SLA respondents were motivated to join for the same reasons as mentioned above, but a high percentage (66.7%) of SLA respondents also chose “being able to interact with fellow students” as a reason for joining. 53.3% of SLA respondents also chose “because it looks good on a resume” as a motivation for joining.

The data revealed differences in the organizational environment of each student chapter. Overall, the data indicated that SAA respondents were more informed and less likely to indicate they were “unsure” of an answer to any question relating to the organizational environment. SAA respondents also indicated a higher degree of communication between officers and members. 86% of SAA respondents thought that their officers provide either moderate or significant communication to members about events, whereas, 64.2 percent of SLA respondents and 50.5% of ALA respondents indicated moderate to significant communication from officers to members. When asked if officers solicit input from members, 37.8% of ALA respondents chose “yes”. 77.6% of SAA respondents chose “yes,” and 64.3% of SLA respondents chose “yes.”

The respondents also had a variety of expectations for what they hoped their student chapter would offer. The highest percentages of the top three expectations in order from highest to third highest are as follows: ALA respondents—conference attendance, workshops, and the provision of employment information; SAA respondents—chapter meetings, educational tours, and social activities; SLA respondents—social activities, workshops, and educational tours.

When asked what activities their chapter did offer, the results were (in order of highest to third highest): ALA respondents—chapter meetings, conference at-

tendance, and educational tours; SAA respondents—chapter meetings, educational tours, and social activities; SLA respondents—educational tours, chapter meetings, and social activities.

### **Analysis of On Campus versus Distance Students**

Of the 363 respondents, 40.22% identified themselves as either full-time or part-time on campus students. The other 58.7% identified themselves as either full-time or part-time distance students. We noticed several differences in the demographics of on campus students versus distance students. Those who identified themselves as on campus students were more likely to be between the ages of 20-29 (56.6%) or 39-39 (27.6%). Distance students had more variation in age. 37.6% were between the ages of 20-29; 25.8% —of 30-39; 22.5%—40-49; and 12.2%—of 50-59.

When asked about respondents’ responsibilities other than working on their degree, distance students were more likely to have a full-time job (54.9%), part-time job (34.7%), or family responsibilities (39.9%). The majority of on campus students had part-time jobs (67.6%), while only 22.1% had full-time jobs, and 20.7% had family responsibilities.

51.4% of respondents who identified themselves as distance students did not join any student organizations while working on their other degrees. 33% had been members, and only 15.6% had been officers. On campus students were split evenly on this question. 32.2% had been members of student organizations while working on their previous degrees; 34.2% had been officers, and 33.6% did not join.

On campus and distance students tended to join various associations in similar proportions. Students, both on campus and distance, were most likely to be members of ALA (55.4%). 27.7% of on campus students were not members of any student chapters, and 33% of distance students were not members of any student chapters.

Respondents who chose not to join a student chapter offered several reasons. 68.5% of distance students did not join because they were distance students. 48.8% of on campus students and 47.9% of distance students reported being “too busy” to join. 35.6% of distance students “did not see the benefits” of joining. 20.5% of distance students did not know about student chapters, while only 7.3% of on campus students did not know about student chapters. 31.7% of on campus students indicated that cost was a reason they did not join.

Respondents who did join a student chapter were asked whether or not they were officers. 49.4% of on campus students were officers, while 9.6% of distance students were officers.

Distance students seemed unsure about the organizational environment and activity of their student chapters. When asked which student chapter was most active on their campus, 43.2% of on campus students were unsure, while 67.6% of distance students were unsure. When asked how well officers communicate to members about events, distance and on campus students generally agreed that officers provided “moderate communication.” However, while only 5.9% of on campus respondents marked “unsure” for this question, 22.8% of distance respondents marked “unsure.” When asked whether or not officers solicit input from members regarding the student chapter, 69.9% of on campus students said “yes,” and 19.3% were “unsure.” 41.4% of distance students indicated “yes,” while 48.6% were “unsure.” Distance students were also unsure about how many members their chapter had. 83.8% of distance students were unsure while only 41.2% of on campus students were unsure.

When asked whether or not respondents’ student chapters raised funds for its activities, on campus students were almost equally split between “yes” (32.9%), “no” (35.3%), and “unsure” (31.8%). 74.1% of distance students were unsure. 45.9% of on campus students responded that faculty

were minimally involved in the student chapter, while 21.2% felt faculty were moderately involved. 75.5% of distance students were unsure about the extent of faculty involvement. Respondents were also asked about the extent of involvement by the national association in student chapter activities. 42.9% of on campus students were unsure, while 31% felt the national chapter was minimally involved. 17.9% of on campus students felt that the national association was not involved in student chapter activities. 74.5% of distance students were unsure about the involvement of the national association in student chapter activities.

### **Joiners vs. Non-joiners**

There were no notable differences in most categories between those who joined a student chapter and those who did not. In the categories of specialization, age, ethnicity, region, and size of student body, for example, there were no large percentage differences. Furthermore, there was not a significant difference between joiners and non-joiners who took classes on campus vs. those who were distance students, i.e., the distance gap doesn’t seem to be a factor in whether or not students join a student chapter.

The categories in which we did observe notable differences regarded employment, gender, and involvement in student organizations while earning previous degrees.

Joiners were more likely to have a part-time job, (51.3%) instead of a full-time job (39.1%). Non-joiners were more likely to have a full-time job, (47.2) instead of a part-time job (37.7%). About 1/3 of both non-joiners and joiners reported having family responsibilities.

We asked respondents about their involvement in student organizations while working on previous degrees. Their options for answers included “member only,” “officer,” or “did not join.” 68.9% of non-joiners were also non-joiners while working on their previous degrees. The

percentages were split equally for joiners when asked about involvement in student organizations in previous degrees.

## **Demographic Analysis**

In analyzing the data gathered from survey respondents, we found that an overwhelming percentage of respondents were female, White/Caucasian/European-American, and between the ages of 20–29. We felt that it was important to examine the data gathered from respondents who were of minority status, that is, in this case, non-white, not female or not between the ages of 20–29.

Out of 363 respondents, 305 were female, and 58 were male. When comparing male respondents to female respondents, males were less likely to join student chapters. 46.2% of male respondents did not join a student chapter as compared to 28.3% of female respondents who did not join. However, for those who did join a student chapter, males were more likely to become officers. 45.5% of male respondents were officers in their student chapter compared to 23.7% of females who were officers.

162 of the respondents were between the ages of 20–29. 200 respondents were from all other age categories combined. Respondents between the ages of 20–29 were more likely to be on campus students (50.6%). 32.1% of respondents that were 30+ years of age were on campus students. Respondents between the ages of 20–29 were slightly less likely to be members of a student chapter (33.5% did not join) compared to respondents who were 30+ years of age (28.6% did not join). Respondents between the ages of 20–29 were slightly more likely to be officers (32.5% officers) compared to respondents 30+ years of age (22.2%). Younger respondents were less likely to join but were more likely to be officers.

Of the 363 respondents, 284 identified themselves as “White/Caucasian/European American.” 77 respondents iden-

tified themselves variously as “Black/African American,” “Asian,” “Hispanic or Latino,” “American Indian/Alaskan Native,” “Native Hawaiian and other Pacific Islanders,” “Two or more races,” or “Other.” There were no significant differences between the responses of the various ethnicities.

## **Open-Ended Analysis**

The last question of the survey was an open-ended question asking joiners “In what ways could your experience in the student chapter have been improved?” One hundred seventeen out of 240 joiners responded offering the following: Eleven respondents stated that time constraints limited desired involvement. Twenty-two reported that student chapters could be improved through better engagement with distance students. Four indicated that their preferred association did not offer a student chapter on their campus. If they could have been involved in a student chapter relevant to their specialization, their experience would have been improved. Seventeen indicated that the question was not applicable. Sixteen reported a need for better communication. Nine noted that more faculty involvement was needed. Seven indicated that they simply chose not to participate, so there was nothing to improve upon. Fourteen wished that more members were active in the student chapter. Seventeen respondents said that the organization needed to offer a wider variety of activities.

## **Recommendations**

In order to better accommodate distance students and to provide them with equally high quality experiences in their student chapters, it is important for those chapters to discover more effective ways to engage distance students and to close the barrier that is the distance gap. One option to consider is utilizing web conferencing tools such as Adobe Connect

or Skype for chapter meetings. Another possibility is the creation of sub-chapters in various locations with leaders who can coordinate events for distance students, thereby making events more accessible to those students.

Student chapters should also consider establishing a relationship with a professional in the field. This individual could serve as a liaison (supplementing faculty efforts) between the chapter and the professional community by helping to develop and coordinate networking events. They could also be a source for ideas, advice, and mentorship.

For respondents who did not join a student chapter (30.7%), some of the primary reasons offered were “didn’t see the benefits” or “didn’t know about student chapters.” Better communication of the benefits of joining student chapters should be a priority for not only the leaders in the student chapter, but by the faculty of LIS programs, as well as the national associations. Through promoting and enhancing the value of student chapters and by communicating the reasons why student chapters exist and why they are important, students may be more likely to join and become active in the national association early in their career. Once students join, we recommend that officers of student chapters continually solicit input from members. Doing so will lead to more investment on the part of student chapter members because the activities and events will more closely reflect their expectations.

Finally, we were dismayed to find that although females were more likely to join student chapters, they were less likely to be officers. Does this indicate that the historical trend of male dominated leadership in a predominantly female profession will continue unabated? This phenomenon warrants further research and attention.

These recommendations are but a sampling of ideas and recommendations we consider most promising. This project prompted almost as many questions as it attempted to answer, and we consider it re-

search-in-progress. It is our hope that others will use our work as a starting point for further research and discovery on a very important topic.

## Conclusion

Student chapters of professional LIS associations offer students opportunities for professional development, networking, and a means of social interaction with their peers. They provide their members with activities and experiences that enhance and extend formal learning while also providing the opportunity to develop camaraderie and cohesiveness among members.

This particular study should not be considered conclusive evidence for any of the questions posed. The small sample size and inadequacies in survey design prevent the study from claiming scientific authority. It does, however reveal valuable insights by providing a snapshot of how closely student chapters are meeting the hopes and expectations of its members, and is unique because it is the only research into students' experiences in student chapters of professional library associations. It also provides a basis for future research into an important but often overlooked area within the information profession.

To paraphrase Eggleton of over 40 years ago, although LIS student chapters do not hold the future of the LIS profession in their hands, “they do exist, they do function, and they do have an effect on library education in America (Eggleton, 1972, p. 51).” We maintain that this is even truer today and hope that this research will advance current understanding and will inspire further exploration of this important topic.

## References

- American Library Association. (2011). *Student chapters*. Retrieved from <http://www.ala.org/ala/mgrps/affiliates/chapters/student/studentchapters1.cfm>
- American Library Association Office for Accreditation. (2011). *Library and information studies:*

- Directory of institutions offering accredited master's programs.* American Library Association. Retrieved from <http://www.ala.org/ala/accreditedprograms/directory/index.cfm>
- Eggleton, R. B. (1972). *Library school student associations: A profile.* (master's thesis) University of North Carolina School of Library Service, Chapel Hill, North Carolina.
- Eriksen, G., & Rice, J. G. (1983). Student Associations--An Updated Profile. *Journal of Education for Librarianship*, 23(4), 279-85 <http://dx.doi.org/10.2307/40322754>
- Paskoff, B. M. (1988). Find the future: Recruiting and retaining SLA student members. *Special Libraries* 79(3): 246-249.
- Society of American Archivists. (2011). *Section XIII: Student chapters.* Retrieved from <http://www2.archivists.org/governance/handbook/section13>
- Wallace, D. P. (Ed.). (2010). *Library and information science education statistical report 2010.* Chicago, IL: Association for Library and Information Science Education.
- Wood, D. (2011). "2011 ALA Student Chapter Survey Results." ALA Student Membership Blog. Retrieved from <http://americanlibrariesmagazine.org/student-member-blog/2011-ala-student-chapters-survey-results>
- Wright, L. L. (December 07, 1992). Students: The Overlooked, Untapped Resource within Nearly Every Chapter. *Special Libraries*, 25(5), 211-18.

## Appendix - Survey

### Demographics

1. What is your chosen specialization within the information profession?

- Academic libraries
- Archives
- Public libraries
- School libraries
- Special libraries
- Other \_\_\_\_\_

2. Are you a male or female?

- Male
- Female

3. Age:

- 20-29
- 30-39

- 40-49
- 50-59
- 60-69
- 70-79

4. How would you define your ethnicity?

- White/Caucasian/European American
- Black/African American
- Asian
- American Indian/Alaskan Native
- Native Hawaiian and other Pacific Islanders
- Hispanic or Latino
- Two or more races
- Other \_\_\_\_\_

5. In what region is your current university located?

- Northeast
- Southeast
- Midwest
- Mid-Atlantic
- Northwest
- Southwest
- Other U.S. states and territories
- Canada

6. What is the size of the graduate student body in your school/department?

- 0-50
- 51-100
- 101-200
- 200-300
- 300+
- Unsure

7. Which description fits you best?

- Full-time student (on campus)
- Part-time student (on campus)
- Full-time distance (online) student
- Part-time distance (online) student

8. In addition to being a student . . .

- I have a full-time job.
- I have a part-time job.
- I have no other job.
- I have family responsibilities.

9. What degree are you pursuing?

- Master's
- Advanced Certificate
- Doctorate

10. What is the highest degree you currently hold?

- Bachelor's
- 1 Master's
- More than one master's
- Ph.D.
- Professional degree (E.D., J.D., M.D., D.V.M.)

11. What was your involvement in student organizations while you worked on your other degrees?

- Member only
- Officer
- Didn't join
- Student Chapter Questions

12. What student chapters of professional associations do you belong to?

- ALA
- ASIST
- SAA
- SLA
- None

13. If more than one student chapter exists at your school, which one is most active?

- ALA
- ASIST
- SAA
- SLA
- Unsure

14. Please choose one of the associations of which you are a member and answer all further questions with that association in mind. Mark your choice.

- ALA
- ASIST
- SAA
- SLA

15. Why did you join? (Choose all that apply)

- Opportunities for professional development
- I wanted to be a part of a professional community
- Professional networking opportunities
- Opportunities for social interaction with fellow students
- It would look good on my resume
- To get discounts on publications from the association
- To be eligible for scholarships
- Other \_\_\_\_\_

16. If you did not join, why not? (Choose all that apply)

- Too busy
- Cost
- Not interested
- Did not know about student chapters
- Did not see the benefits
- Had not picked a specialization
- Student chapters on my campus are not active
- I am a distance student
- Other \_\_\_\_\_

17. Are you or were you an officer?

- Yes
- No

18. How well do your officers communicate with members about events and activities?

- 0 Unsure
- 1 No communication
- 2 Minimal communication
- 3 Moderate communication
- 4 Significant communication

19. How do the officers inform you of events? (Choose all that apply)

- Email
- Social networks (Facebook, Twitter, etc.)
- Text

- Flyers  
 Word of mouth  
 Student chapter website  
 Other \_\_\_\_\_
20. When you joined your student chapter, what types of activities did you hope or expect your chapter to offer? (Choose all that apply)
- Chapter meetings  
 Educational tours  
 Volunteering  
 Advocacy  
 Attending conferences  
 Workshops  
 Social activities  
 Lecture series  
 Informal gatherings with a professional in your field  
 Providing employment information  
 Marketing of scholarships  
 Facilitation of internships/work experiences/apprenticeships  
 Other \_\_\_\_\_
21. What types of activities does your chapter participate in? (Choose all that apply)
- Chapter meetings  
 Educational tours  
 Volunteering  
 Advocacy  
 Attending conferences  
 Workshops  
 Social activities  
 Lecture series  
 Information gatherings with a professional in your field  
 Networking of employment information  
 Marketing of National Association sponsored scholarships  
 Facilitation of internships/work experiences/apprenticeships  
 Other \_\_\_\_\_
22. Do the officers solicit input from members regarding the student chapter?
- Yes
- No  
 Unsure
23. How many members does your student chapter have?
- 0–5  
 6–12  
 13–20  
 21+  
 Unsure
24. What is the average student attendance at your student chapter's events?
- 0–5  
 6–12  
 13–20  
 21+
25. Does your student chapter raise funds for its activities?
- Yes  
 No  
 Unsure
26. What is the level of faculty involvement in your student chapter?
- 0 Unsure  
 1 Not involved  
 2 Minimally involved  
 3 Moderately involved  
 4 Very involved
27. How would you measure the involvement of the national association in your student chapter?
- 0 Unsure  
 1 Not involved  
 2 Minimally involved  
 3 Moderately involved  
 4 Very involved
28. To what extent do you expect your involvement in your student chapter to impact your future career?
- 0 Unsure  
 1 Not at all  
 2 Minimal impact  
 3 Moderate impact  
 4 Significant impact

29. Do you plan to continue your membership in the national association after you graduate?

- Yes
- No
- Maybe

30. If yes, what is your motivation? (Choose all that apply)

- Opportunities for professional development
- Attending conferences
- I like being a part of a professional community
- Professional networking opportunities

- Opportunities for social interaction
- Discounts on publications
- Eligibility for fellowships and grants

31. If no, why not? (Choose all that apply)

- Too busy
- Cost
- Not interested
- Do not see the benefits
- Career moving in different direction
- Other \_\_\_\_\_

32. In what ways could your experience in the student chapter have been improved?